



School of Education and Behavioral Sciences

Education Department

ED 408 Assessment- IS

Behavioral Science 102, T & TH 8:30–9:50am | Credits: 3 | Section: [#] | Term: Fall 2026

Instructor Information

Instructor	Denise Dugan, PhD
Email	denise.dugan@chaminade.edu
Phone	808.735.4833
Office Location	Brogan 114
Office Hours	Tues & Thurs 11:00am–12:00pm
Virtual Office	Virtual Office Hours Link
Virtual Office Hours	Tues & Thurs 11:00am–12:00pm, and Thursday 5:00pm–6:00pm

Communication

Questions for this course can be emailed to the instructor at denise.dugan@chaminade.edu. For online, in-person and phone conferences, please see above for face to face and virtual office hours. Response time will take place up to 48 hours. While a phone number is listed above, that is for my office phone so I will only be available to answer it during office hours. For the most immediate response, please email.

School & Department

School	School of Education and Behavioral Sciences
Location	Brogan Hall, 110
Phone	(808) 739-4652
Questions?	Contact your instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Description

This course examines classroom assessment as a critical component in improving learning and instruction. The course provides educators with the knowledge, dispositions, and performance skills to design assessments which include the diverse needs of individual learners.

Prerequisites: ED 220, ED 326.

Additional prerequisites for Elementary Education majors: ED 320, ED 321, ED 322, ED 323, ED 324, ED 325

Course Snapshot

Modality	Face-to-Face
Meeting Location	Behavioral Science 102
Meeting Days/Times	Tuesday & Thursday, 8:30–9:50am
Time Allocation	This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 25 hours reading and 110 hours researching for course materials and completing assessments.
Required Materials	None. Materials will be provided via Canvas
Recommended Items	N/A
Canvas	Canvas is our online learning system and will be where all course materials will be found (chaminade.instructure.com). Canvas Technical Assistance: search Canvas Students for help, live chat with Canvas Support, Canvas Support Hotline +1-833-209-6111, or contact the Chaminade IT Helpdesk at helpdesk@chaminade.edu / (808) 735-4855.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of various programs in the Education Program, the student will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLOs)

Upon completion of ED 408, the student will be able to:

1. Create content appropriate assessments that demonstrate knowledge and understanding of the characteristics, uses, advantages, and limitations of different types of assessments.
2. Modify and revise assessments for student learning needs.
3. Use formative and summative assessments to determine student understanding of each subject area.
4. Align assessments with instructional practice.
5. Use assessment and self-reflection to monitor and modify instructional approaches as needed.

Marianist Values

An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.

4. Educate for service, justice and peace, and integrity of creation.

5. Educate for adaptation and change.

This course specifically addresses the Marianist Tradition of providing an integral, quality education, as the focus here is to teach students how to provide assessments for all students based on individual learning needs.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana): E ola au i ke akua ('Ōlelo No'eau 364) — May I live by God.

2. Provide an Integral, Quality Education (Na'auao): Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) — Acquire skill and make it deep.

3. Educate in Family Spirit ('Ohana): 'Ike aku, 'ike mai, kōkua aku kōkua mai; pelā iho lā ka nohana 'ohana ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped; such is a family relationship.

4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) — Education is the standing torch of wisdom.

5. Educate for Adaptation and Change (Aina): 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

Model Code of Ethics for Educators

The Model Code of Ethics for Educators (MCEE) is intertwined throughout the various activities within this course, as well as the other courses in this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course. The main focus for MCEE in this course is on Principle II: Responsibility for Professional Competence; and Principle III: Responsibility to Students.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2, 4, 5	2, 4, 5	2	2, 4, 5	2, 4, 5
PLOs	1, 2, 3	1, 2, 3	2, 3	1, 2	4, 5
Native Hawaiian Values	2, 2, 5	2	2	5	
Gen Ed Outcomes (if applicable)					

Attendance & In-Class Participation

Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevent them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Course Activities

Each week you will have the opportunity to acquire points by completing the assignments below.

Assignment	Description	Pts.	Due Dates
Weekly Readings, Discussions, Video	Each week you will have the opportunity to acquire points by addressing a number of assignments. These may include responses to reading assignments, reflections on video clips, and responses to peers. Hours of Engagement: Assignments 6 hours; Reading 25 hours	20	Weekly
Weekly Assignments	As part of our course requirements, you will engage discussion questions, news articles, or thoughts on current events related to our field posted in the Hours of Engagement: 56 hours total	180	Weekly
Extensions Assignments	Each week, you will complete an assignment that demonstrates mastery of the learning throughout the module. Hours of Engagement: 48 hours total	815	Weekly

Grading Scale (points): 1715–1545 = A, 1544–1375 = B, 1374–1215 = C, 1214–1025 = D, 1024 & below = F.

Course Policies

Late Work	<i>Late work is accepted without penalty if submitted within 24 hours of the deadline. After the 24 hour window, points will be docked each day and work more than a week late is only half credit. Work that is more than 2 weeks late will not be accepted. Work is not accepted via email — all work must be submitted on Canvas in the format specified in</i>
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	<i>each assignment. No work will be accepted after the last day of the course; no extensions are given.</i>
Make-Up Work	<i>Work must be found on Canvas and submitted within one week of the absence.</i>
Extra Credit	<i>Extra Credit is not given in this course</i>
Incomplete Grade	<i>Incomplete grades are given for extenuating circumstances outside of the student's control and at the discretion of the professor. Any requests for course extensions/ incompletes must be made in writing no later than two weeks prior to the end of the course.</i>
Syllabus Changes	<i>The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas. As many of the assignments are made based on student need, those can be changed at any point.</i>

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams, or other academic tasks (defined as use that substitutes for or substantially replaces a student's own analysis, reasoning, or written expression) without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Course-Specific AI & Plagiarism Policy (ED 408)

The use of Artificial Intelligence (AI), such as ChatGPT and any other forms, is restricted to use as a brainstorming tool only and should be cited as such.

Submitting someone else's writing as your own, copying partial or entire texts from published and unpublished sources, or even paraphrasing material without acknowledging the author, is a serious breach of academic honesty. Re-using assignments from other courses is not allowed. The use of artificial intelligence (AI) or other automated writing tools to complete assignments is strictly prohibited in this class unless explicitly assigned. It should not be used to correct your writing, as it flags as AI-generated. Any evidence of the use of AI will be considered a violation of academic integrity and will be met with a failing grade for the assignment. Any subsequent attempt to plagiarize could result in failure of the entire course.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you.

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator or the U.S. Department of Education's Office for Civil Rights. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

Student with Disabilities Statement – Kōkua 'Ike

Accessibility Services (Kōkua 'Ike) recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act and the Americans

with Disabilities Act, as amended. Students seeking support must meet with the Accessibility Services Coordinator, available through Stellic (<https://chaminade.stellic.com>), virtually or in person. Verification of a disability will be requested through appropriate documentation, which takes approximately 2–3 weeks to review. Accommodation paperwork is not automatically sent to instructors each semester — students must notify Accessibility Services via email at ada@chaminade.edu each semester if accommodations are needed. Learn more at chaminade.edu/ada-accommodations.

Assessment of Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu
Tutoring & Academic Coaching (Kōkua 'Ike)	Free one-on-one tutoring and writing assistance in biology, chemistry, math, nursing, English, and more, from trained Peer and Professional Tutors. Free online tutoring also available 24/7 via TutorMe through Canvas.	tutoring@chaminade.edu / 808-739-8305
Career Services	Individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/
Hazing Prevention / Athlete Helpline	Confidential emotional support, crisis intervention, and informational resources related to concerns about any type of abuse, including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels uncomfortable or unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your location.	See SafeSwords webpage
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Wk	Theme	Topics / Readings	Due Dates	AI Policy
1	Student Introduction & Course Plan	—	—	✗ NO AI USE
2	Modern Assessment Methods	Read Ch. 1 & 2 of Modern Classroom Assessment; Lecture Notes/Reading Response	Weekly	✦ AI PERMITTED
3	Basic Assessment Strategy	Read Ch. 3 of Modern Classroom Assessment; Lecture Notes/Discussion	Weekly	✗ NO AI USE
4	Writing Objectives	Read Example Student Work Packet; Create Learning Objectives	Weekly	◉ AI GUIDED
5	Formative and Summative Assessments	Read Ch. 4 of MCA & The Bridge Between Today's Lesson and Tomorrow's; Reading Responses	Weekly	✗ NO AI USE
6	Modern Classroom Assessment	Read Ch. 5 of MCA & Creating Formative & Summative Assessment; Create formative and summative assessments	Weekly	✦ AI PERMITTED
7	Constructed Response & Performance-Based Assessments	Read Ch. 6 of MCA & Writing or Selecting Effective Rubrics	Weekly	✗ NO AI USE
8	Modern Classroom Assessment	Read Ch. 7 & An Assessment Toolkit & The First Step	Weekly	✦ AI Guided
9	Authentic Assessment: Universal Test Design, Accommodations, and Feedback	Read Ch. 8 of MCA & Examples of Authentic Assessment	Weekly	◉ AI GUIDED
10	Modern Classroom Assessment	Read Ch. 9 & 10 of MCA and How to Give Effective Feedback Ch. 1 & 2	Weekly	✗ NO AI USE
11	Feedback — Written and Oral Feedback	Read Homework & Student Feedback & How to Give Effective Feedback Ch. 3 & 4	Weekly	✗ NO AI USE
12	Strategies for Providing Meaningful Feedback	Read Strategies for Providing Meaningful Feedback	Assessment Task 2	✗ NO AI USE
13	Experiential Learning Activity	Read How to Give Effective Feedback Ch. 5 & 6	Assessment Tasks 3 & 4	✦ AI PERMITTED
14	Checklist and Rating Scales	Read Checklist & Rating Scales & How to Give Effective Feedback Ch. 8	Weekly	✦ AI PERMITTED
15	Reflection & Assessment Project	No Reading	Assessment Project & Course Reflection	◉ AI GUIDED
16	Finals Week	—	—	

AI Use Policy for This Course

Assignments in this course are intentionally designed with varying AI use policies. Each assignment clearly indicates which of the following applies:

✦ AI PERMITTED

AI tools (ChatGPT, Claude, Gemini, etc.) are permitted and their use is part of the assignment. You must document how you used AI and critically evaluate its output.

◉ AI GUIDED	AI is permitted only for the explicitly specified subtask. AI-assisted sections must be labeled, and all other work must be completed without AI.
✕ NO AI USE	No AI assistance of any kind. Work submitted must reflect your own thinking, voice, and analysis. Use of AI will be treated as an academic integrity violation.

Why this matters: AI literacy is a professional competency. Learning when to use AI, when to audit it, and when to work independently are all skills this course intentionally develops.